

Language Policy

语言政策

2024 年 8 月修订

Reviewed in August 2024

上海万科双语学校

Shanghai Vanke Bilingual School

Contents 目 录

I. General Language Philosophy 基本语言理念

II. Purpose of the Language Policy 语言政策的目的

**III. Core Principles for the Language Development
Process 语言开发过程的核心原则**

IV. Policy Review 修订原则

I. General Language Philosophy 基本语言理念

上海万科双语学校的语言政策是以我校育人理念“开拓全球视野，激发无限可能”为基础建立起来的。我们认为，所有学生都应有机会发展母语，了解自身文化，以促进学习。同时学校开设英语课程，学生通过外语学习可以加深对其它文化的理解，并能够在他们所处的全球社区中开展学习和交流。我们的语言政策的推行方法是系统性的，即将语言视为沟通、思考和学习的基本工具。该政策也为语言发展提供一个全面的框架，确保学生不仅获得基本的语言技能，而且能够在不同背景下对语言有深入的理解。

VKBS Language Policy is developed based on the mission of our school, “Develop a Global Perspective, Inspire Unlimited Potential.”

Bilingual Schools are language rich communities where often the common language of inclusion, instruction and socialization is not just the first language of many of the community. For VKBS the common languages are Mandarin and English.

To help foster a community sense of developing Mandarin and English as the common languages the following philosophy will be promoted

1. All teachers are considered Language teachers and hold responsibility to help promote quality language literacy skills for all members of the community, especially students.
2. Community members are expected where possible to use Mandarin and/or English as the medium of inclusion and communication.
3. Use and maintenance of the mother tongue of all students is actively encouraged and supported by VKBS in the appropriate circumstances as well as the use of English in those appropriate circumstances.

Mandarin and English languages are formally taught in VKBS and all students participate in these programs. We understand that language acquisition is an ongoing process that best occurs in a safe environment where meaningful, engaging experiences allow us to acquire both conversational and academic language.

We recognize that languages do not develop in isolation of one another but develop fluidly and simultaneously with one another. We value that multiple languages are an integral part of each person’s culture and recognize that research shows that people fluent in multiple languages can access higher-level thinking.

II. Purpose of the Language Policy 语言政策的目的

语言政策是我校所有教职员工的工作文件。该语言政策与国际文凭组织的标准和实施要求相一致。订立语言政策，旨在明确学生在语言学习上的需要，营造丰富的语言环境，促进语言素养、语音和评估，同时强调本地和全球视角的双重关注。该语言政策基于我

校办学理念、中国教育环境，以及国际文凭课程小学项目的《制定学校语言政策指导纲要》和《对学校的语言政策的开展自我反思指导纲要》内容要点而撰写，以期：

This language policy is a working document for VKBS all staff. This language policy is designed to also be consistent with the IB PYP program of standard and practice. The aim of this policy is to better help our students develop their language skills, to foster a rich language environment that promotes literacy, language usage, and assessment, while emphasizing a dual focus on local and global perspectives. Portions of the policy are developed based on two documents of the IB: *Guidelines for Developing a School Language Policy* and *Guidelines for School Self-reflection on Its Language Policy*, and also the educational philosophy of the school and guidelines laid out by the government.

The purpose of this policy is to:

1. 为全体教职工提供语言教学的指引，为全体小学项目学生提供语言学习的方向；
provide guidelines for language teaching and provide a direction of language learning for all students;
2. 为学生提供一个丰富的语言习得环境；
provide a rich language acquisition environment for students;
3. 通过以语言政策为指导的语言学习，学生能够清晰流畅、大胆自信地用母语和外语表达自己对全球问题的观点，培养起国际情怀。
reiterate that students may express their views on global issues in both their mother tongue and in English in a clear, fluent and confident manner, thus demonstrating through language the traits of being an internationally-minded person;
4. 通过语言探索培养好奇心和对不同观点的理解。
and foster curiosity and understanding of diverse perspectives through language exploration.

III. Core Principles for the Language Development Process 核心原则

<p>核心原则一 Core Principle 1</p>	<p>语言环境 Language Environment</p>
<p>A: 语言标签丰富的教室 Print-Rich Classrooms 通过相关的标签、标志和展示建立个语言词汇丰富的环境，让学生沉浸在书面语言中。 Establish a print-rich environment in order to immerse students in written language. 提供多样化的阅读材料，包括来自不同文化和流派的书籍，以鼓励学生探索。 Provide diverse reading materials including books from various cultures and genres to encourage exploration, acceptance, and curiosity. 创建并视觉呈现与当前探究单元或学生感兴趣的主体相关的词汇。 Create thematic displays related to current units of inquiry, course content, or topics of interest, featuring relevant vocabulary and visuals.</p>	

开发交互式单词墙，学生可以在其中添加他们学到的新单词，从而促进对语言的所有
Develop interactive word walls where students can add new words they learn, promoting ownership of language.

B: 多语言支持 Multilingual Support

认同并庆祝万科双语学校社区内的语言多样性。

Recognize and celebrate linguistic diversity within the school community.

为多语言学生提供资源和支持，承认他们语言背景的价值。

Provide resources and support for students who are multilingual, acknowledging their needs and the value of their linguistic backgrounds.

为家庭提供资源和研讨会，支持孩子用母语进行语言发展，加强家庭与学校的伙伴关系。

Provide resources and workshops for families to support their children’s language development in their mother language and in English, strengthening home-school partnerships.

组织文化活动和庆祝活动，学生可以分享各自文化背景的故事、歌曲和传统，促进相互尊重和理解。

Organize cultural events and celebrations where students can share stories, songs, and traditions from both their cultural backgrounds and from global perspectives, promoting mutual respect and understanding.

**核心原则二
Core Principle 2**

**语言素养
Language Literacy**

A: 综合读写能力活动 Integrated Literacy Activities

将读写活动无缝集成到基于游戏的学习体验中。

Integrate literacy activities seamlessly into classroom learning experiences.

使用讲故事、押韵和互动活动来增强语言发展。

Use a variety of methodologies to enhance student learning.

B: 读写工作站 Literacy Workstations

创建专注于语言发展不同方面的读写工作站，例如阅读、写作和听力。

Create literacy workstations that focus on the different domains of language development: reading, writing, speaking, and listening.

组织定期轮换活动以保持学生参与度以及鼓励学生用符合个人学习风格的方式成长。

Rotate activities regularly to maintain engagement and cater to individual learning styles.

提供个人写作日记，孩子们可以通过绘画和即兴写作自由表达他们的想法、观点和故事。

Provide and promote writing journals where students can freely express their thoughts, ideas, and stories through drawing and emergent writing.

**核心原则三
Core Principle 3
(小学低年段
Lower Primary)**

**语音发展
Phonics Development**

A: 系统语音教学 Systematic Phonics Instruction

将拼读游戏和活动融入日常生活中，使拼读学习变得有趣和吸引人，例如拼读宾果游戏、单词排序或语音棋盘游戏。

Incorporate phonics games and activities into daily routines to make learning fun and engaging, such as phonics bingo, word sorting, or phonics board games.

实施符合中国国家课程标准与 PYP 指南相融合的系统语音课程。

Implement a systematic phonics program that aligns with PYP guidelines.

使用各种互动方法来教授并发展幼儿的语音意识和语音拼读技能。

Use a variety of interactive methods to teach phonetic awareness and phonics skills.

使用圆圈交互式白板活动和语言学习应用程序通过交互式练习和游戏来强化语音技能。

Use interactive whiteboard activities and applications to reinforce phonics skills through interactive exercises and games.

B: 差异化自然拼读教学 Differentiated Phonics Instruction

了解并根据幼儿个体差异调整语音教学。

Recognize and accommodate individual differences in phonics development.

通过使用诊断性评估来识别学生的困难领域并提供有针对性的指导，为需要额外支持的学生提供有针对性的语音学习干预。

Offer targeted phonics intervention for students who require additional support, using diagnostic assessments to identify areas of difficulty and provide targeted instruction.

根据学生的需求和进度提供额外的支持或扩展活动。

Provide additional support or extension activities based on students' needs and progress.

**核心原则四
Core Principle 4**

**形成性评估和总结性评估
Formative and Summative Assessment**

A: 持续形成性评估 Continuous Formative Assessment

纳入持续的形成性评估，为教学提供信息并确定后期需要改进的领域。

Incorporate ongoing formative assessments to inform instruction and identify areas for improvement.

使用检查表来评估特定的语言技能和行为，例如词汇习得、口语交流和音素意识。

Create and use checklists and rubrics to assess specific language skills and behaviors, such as vocabulary acquisition, oral communication, and phonemic awareness.

使用观察记录、学习档案和清单来记录语言发展。

Use observations, portfolios, and checklists to document language development.

B: 适合小学生发展的总结性评估 Developmentally Appropriate Summative Assessment

收集学生作品集，展示他们在各种语言活动中的成果，包括写作样本、阅读日志和口头演讲录音。

Compile student portfolios showcasing samples of their work across various language activities, including writing samples, reading logs, and recordings of oral presentations.

设计能够评估学生在真实环境中语言技能的表演任务，例如创建学生感兴趣的演讲活动或参加课堂辩论。

Design performance tasks that assess students~ language skills in authentic contexts, such as creating a multimedia presentation on a topic of interest or participating in a class debate.
 确保评估公平、真实，并反映学生展示语言流利度的多种方式。
 Ensure assessments are fair, authentic, and reflect the diverse ways students demonstrate language proficiency.

核心原则五
Core Principle 5

本土和全球思维
Local and Global Mindset

A: 本土文化融合 Local Cultural Integration

将当地文化元素融入语言活动中，以培养认同感和与当地社区的联系。
 Embed local cultural elements in language activities to foster a sense of identity and connection to the local community.
 邀请当地社区的演讲嘉宾、讲故事者和文化大使与学生分享他们的经历、故事和文化习俗，促进文化交流 and 理解。
 Invite guest speakers, storytellers, and cultural ambassadors from inside and outside the local community to share their experiences, stories, and cultural practices with students, promoting cultural exchange and understanding.

B: 国际视野 International Perspectives

将国际视角融入语言学习中，培养全球思维。
 Integrate international perspectives into language learning to develop global mindedness.
 探索不同国家的文学和语言实践案例，促进对文化多样性的欣赏。
 Explore literature and language practices from different countries, promoting an appreciation for cultural diversity.

核心原则六
Core Principle 6

专业发展与协作
Professional Development and Collaboration

A: 持续专业发展 Continuous Professional Development

促进同伴观察和反馈机会，教育工作者可以观察彼此的教学实践，分享见解，并为专业发展提供建设性反馈。
 Facilitate peer observation and feedback sessions where educators can observe each other's teaching practices, share insights, and provide constructive feedback for professional growth.
 鼓励教师之间的协作和有效策略的分享。
 Encourage collaboration and sharing of effective strategies among teachers.

B: 家长和社区参与 Parent and Community Involvement

组织有关语言发展、读写策略和支持家庭语言学习的方法的家长工作坊和信息分享。
 Organize parent workshops and information sessions on language development, literacy strategies, and ways to support language learning at home.
 举办家庭读写活动，例如讲故事之夜、书展和阅读俱乐部，以促进学校社区内的读写发展和增

加家长的参与文化。

Host Family literacy events and activities, such as storytelling nights, book fairs, and reading clubs, to promote a culture of literacy and encourage within the school community.

1. 语言教学责任 Language Teaching Responsibility

语言在学习中发挥着中枢作用，因此所有老师在教学实践中都是语言教师，都负有促进学生语言习得和加强学生沟通交流的责任，在学科知识建构的过程中，老师们有意识地通过设计教学活动和作业，来促进学生语言技能的提升。

Language plays a crucial role in students' learning. We believe that all teachers are language teachers, and they all have the responsibility to promote students' language acquisition and strengthen their communication skills. The teachers should keep in mind that the teaching activities they design should also help enhance students' language skills.

2. 学生语言水平评估 Student Language Proficiency Assessment

语言老师（班主任）需要从阅读、写作、听力和口语四个方面出发，记录学生在学习过程中语言水平的逐渐提高。填写语言评估细则表，设计作业，保存到学习档案中，建立学生的语言学习档案。

Language teachers record students' progress in language skills in terms of reading, writing, listening, and speaking. Progress in language skills can be recorded in students' language portfolio, which may include language assessment rubrics, homework, etc.

3. 语言教学与课程 Language Teaching and Curriculum

根据《小学项目的标准与实施要求》中对于课程部分的要求，结合《上海市教委对于上海市中小学 2024 学年度课程计划的说明》，以及 IB《小学项目的实施：课程框架》中对学科领域的说明，我校将国家课程与 PYP 进行了整合，对语言教学的方方面面进行了明确。

In Primary, based on IB standards and practices, requirements of the Chinese National Curriculum Standards, and explanation of subject areas in "Making the PYP Happen," VKBS integrates the Chinese National Curriculum and PYP, and clarified the requirements for language teaching.

In Middle School, the Chinese National Curriculum is integrated with the Common Core State Standards (CCSS) for Grades 6 and 7 and with the IGCSE ESL, EFL, and Literature courses beginning in Grade 8.

母语教学 Language Teaching and Learning

我校 98% 的学生以汉语为母语，我校汉语教学以国家课本为基本教学资源，通过探究的教学方式达到国家课本中的教学目标。老师按照 Kath Murdoch 探究模式备课、撰写教案，引导学生进行探究学习，同时配合使用校图书馆、班级图书角和 ICT 中心，为学生的母语学习提供多维度支持。学校制定了详细的汉语水平评估细则，对学生进行阶段性评估。

As 98% of our students are Chinese, it is important that textbooks are incorporated as basic teaching resources for our teachers, and the teaching outcomes required in Chinese national curriculum will be achieved through inquiry teaching and learning. Teachers will follow the Inquiry Cycle when designing their plans. Meanwhile, the Library, classroom reading centers, and other language-specific areas within the school will also play an important role in providing multi-dimensional support for students' language learning. Detailed language proficiency assessment rubrics and specific formative and summative assessments are developed for students to be assessed regularly.

图书馆 Library

图书储备。购置适用于小学各年级汉语和外语图书，以及针对六大超学科主题探究的图书以及与我校探究计划相关的图书。建立图书推荐系统，搜集来自学生、家长和老师的购书建议，不断扩充和更新图书馆，为学生提供充分的语言学习支持。

The school library is set up with both Chinese and English books for all grade levels and books that are relevant to the six transdisciplinary themes and our POI. A book recommendation system is established to collect book purchasing advice from students, parents and teachers so that the library can be consistently updated and expanded, and the students can be better supported with their language learning.

为 UOI 探究提供支持。在 UOI 探究开始前，老师协作备课时，将探究中学生可能需要阅读的图书书单提供给图书管理员，管理员根据书单，提前采购好书籍，同学们可以阅读搜集资料，进行探究学习。

Library, as the learning resource center, plays an important role in supporting the students with their inquiry learning. The teachers will work out a list of books that may help with students' inquiry of the unit and provide the list to the librarian for purchasing.

图书管理员专业发展。图书馆管理员参加 IB 培训，明确自己的工作职责，使我校图书馆能够满足 IB 要求，为学生的探究学习提供强大支持。

Librarians will participate in the professional development workshop, "Making the PYP Library the Hub of Learning", so as to better understand the role of a PYP librarian and help set a library that can meet IB requirements and a library that can provide strong support for students' inquiry learning.

建立班级图书角，方便学生课下阅读和阅读课的开展，鼓励学生分享自己的图书，鼓励家长赠书。

A reading corner will be set up in each classroom, to facilitate students' reading. We encourage the students to share their books, and we encourage parents to donate books for their own class.

学习环境支持 Learning Environment

教室布置需倡导对母语和外语的学习，营造丰富的语言习得环境。标识和海报等文字内容均以双语展示。

Classrooms will be decorated in a way that can help the students' language acquisition. All signs and posters should be shown in a bilingual way to promote learning of both the mother tongue and English.

各班分别制定班级核心契约，包含语言学习支持内容，例如成立班级语言学习小组，互帮互助，共同进步，满足不同学生语言需要。

Each class will develop an essential agreement concerning language learning support. For example, students will form language learning groups to help each other specifically to assist the non-native students.

成立班级图书角，学生可捐赠图书，也可交换分享自己的图书。

Classroom reading corners will be set up, and students, parents, and teachers can donate and share their books.

家长和学校社区 Parents and School Community

家长是学习社区的一个组成部分，为我们的语言学习提供大力支持。学校与家长沟通语言学习的重要性，家长参与、指引、观察、学生课下的语言习得情况，并填写阶段性语言评估表，记录学生课下的语言表现。

Parents, as important members of the school community, should also provide support for students' language learning. The school will communicate with the parents to let them know the importance of language learning, and parents need to participate in, guide, and observe students' language learning after school.

我们希望在整个学习社区形成一个浓厚的语言学习氛围，人人都可以成为学生语言学习的老师。

We hope to form a strong language learning atmosphere in the entire school community, where everyone is a language teacher.

IV. Policy Review 修订原则

本语言政策由学校成立的专门语言政策指导委员会（包括校长、协调员、年级组长、办公室主任、图书管理员、家长代表和学生代表）协作制定，适用于 2024-2025 学年，每学期，语言政策指导委员会将通过非正式讨论、调查问卷、观察报告、采访学生及学校社区中的其他成员等方式，搜集来自利益相关者的意见建议，对语言政策进行审核修订，并通过网站、家长手册、校宣传栏告知整个学习社区。同时，管理层会对语言政策的实施过程进行审核，并将其作为日常工作的一部分。

This language policy, created prior to the 2024-2025 school year, is developed by the

Language Policy Committee (including the Principal, PYP Coordinator, Grade Level Leaders, Librarian, and Representatives of Parents and Students). Each year the Language Policy Committee will collect feedback from stakeholders through discussions, surveys, observations, interviews, etc., so as to revise and update the policy according to our needs. The policy will be informed to the school community through the school website, parents' handbook, and the bulletin board. Meanwhile, the management team will track the implementation of the language policy and provide additional feedback.

INSPIRE

UNLIMITED

POTENTIAL